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ABSTRACT

In 1986, Northern Virginia Community College (NVCC) conducted a marketing review to assess the achievement of marketing objectives, identify the most effective marketing activities, assess the community's awareness of and the image of NVCC, assess the perceived quality and appropriateness of the college's programs and services, and formulate recommendations to improve marketing, awareness, and image. Qualitative data were collected using the focus group technique, a group interview process involving the provost's staff on each NVCC campus, the campus councils, random samples of college staff, and sample groups of NVCC students. Quantitative data were gathered via paper and pencil surveys and/or telephone interviews of full-time faculty and staff (N=248), NVCC students (N=871), and the general public (N=324). Study findings included the following: (1) the most frequently cited reasons for choosing NVCC were "convenient location" (69%), "I can work and go to school at the same time" (64%), and "low tuition" (64%); (2) 74% of the respondents indicated that they intended to graduate from NVCC, though school statistics suggest that only 10% will graduate; (3) the quarterly schedule of classes emerged as the most effective marketing activity undertaken by NVCC; (4) only 3% of the community residents surveyed had not heard of NVCC; and (5) the perceptions of faculty and staff regarding the public's image of NVCC were lower than the public's actual image of the college. The survey instruments are included. (UCM)

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STRATEGIC MARKETING:
THE USE OF IMAGE ASSESSMENT
AND
MARKETING REVIEW

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NORTHERN VIRGINIA COMMUNITY COLLEGE

JC 870480

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STRATEGIC MARKETING:

THE USE OF IMAGE ASSESSMENT

AND

MARKETING REVIEW

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May 1987

PREFACE

In his June 30, 1983 memorandum to the College community, Dr. Richard J. Ernst, President, Northern Virginia Community College launched the current marketing thrust at the College. He stated that strategic market planning was one way of seeking answers to the complex issues of "who we are and what we do best." (NVCC Marketing Plan 1983-1984). Marketing was presented as a viable learning tool to be used to aid the College in anticipating and responding to the myriad of environmental forces and trends impacting upon NOVA's present and future products. The conduct of research of internal and external markets was to be an integral component of the learning process.

The report of the Marketing Review Committee, Strategic Marketing: The Use of Image Assessment and Marketing Review is another step forward in the ongoing process of studying ourselves and our environment in order to provide the best possible products and services to the publics we serve.

The Marketing Review Team

ACKNOWLEDGEMENTS

The report of the Marketing Review Committee, Strategic Marketing: The Use of Image Assessment and Marketing Review is the product of the cooperation and spirit of good will of the many members of the faculty, staff, student body and community who took an active part in this research study. Our gratitude is extended to each participant in the focus group interviews along with those responding to the written instruments and telephone surveys. The technical research support provided by the Office of Institutional Research was outstanding. Special note must be made of the tremendous contribution by the students from the Annandale Campus Psychology and Sociology classes who conducted the telephone surveys.

The Committee wishes to recognize the very special help provided by Dr. Henry M. Doan, Mrs. Carroll Carr, Dr. Florine A. Greenberg, Dr. Lynn E. McCutcheon, Mr. James A. Needle, Mrs. Frances C. Page, Ms. Joyce Sutherland and Mr. Joseph Williams.

Thank you, each and all!

Marketing Review Committee

May 1987

TABLE OF CONTENTS

Page

Preface i

Acknowledgements ii

Introduction 1

Methodology 5

Results and Discussion 9

- Student Market Research 10
- Evaluation of the Impact of Marketing Activities 14
- Awareness 18
- Image 21

Conclusions and Implications 23

Exhibit 1 4

- Table 1A 11
- Table 1B 12
- Table 2 16
- Table 3 17
- Table 4 19

- Figure 1 22
- Figure 2 24

- Appendix 1 29
- Appendix 2 31
- Appendix 3 33
- Appendix 4 36
- Appendix 5 40

Strategic Marketing: The Use of Image Assessment and Marketing Review

INTRODUCTION

Not long ago the marketing concept was alien to most institutions of postsecondary education. Today it is difficult to find a college or university that isn't involved in some aspect of marketing.

During the 1980s a series of external factors coalesced to make marketing an essential component of higher education administration. It started with the declining pool of traditional age college students. This created a highly competetive climate among postsecondary institutions not only for this declining population but for other populations in order to compensate for the shrinking pool of eighteen year olds. At the same time the lifelong learning movement was gathering strength, thus making adults a prime market for colleges and universities. Additionally, the increase in two-career families, whether due to economic necessity or as a result of changing societal values, established the "returning woman" as a viable market. In many areas of the country, demographic changes including increasing minority and immigrant populations and an aging of the population created new educational needs to be served. Tuition costs were rising more rapidly than inflation, resulting in a cost-conscious public. Finally, the accountability movement gained strength in the public and in statehouses across the country as a result of a spate of educational reform reports which questioned the quality of undergraduate education. Thus the public was becoming

quality-conscious, which combined with cost-consciousness to yield value-consciousness.

Colleges and universities responded to these external changes by adopting a marketing orientation. Four basic factors produced this change in administrative style: 1) the diversity of the students of the 1980s created a growing set of educational needs to which the colleges had to respond; 2) the diversity of the students of the 1980s made it necessary to communicate the benefits of a college in different ways to different groups; 3) the public's demand for accountability necessitated that colleges demonstrate quality; and 4) enrollment declines threatened budgets, capital outlay requests, salaries, and positions since most college funding is enrollment driven.

The genesis of the marketing concept at NVCC was essentially a result of the forces described above. In March 1983, the Administrative Council established the Marketing Design Team. This came at a time when the College was experiencing its first sustained enrollment decline after an unparalleled eighteen years of rapid growth. "The team was directed to consider marketing as a means through which the College can define its existing and potential markets, identify the market's needs, respond with appropriate programs and services, and position itself favorably" (Ernst, NVCC Marketing Plan 1983-1984).

Over the next three years, NVCC faculty, staff, and administration became increasingly knowledgeable and sophisticated in marketing. Workshops were attended, plans were developed, funds were allocated, marketing activities were

undertaken and NVCC faculty and staff became expert enough to present marketing workshops to other colleges. The College had progressed through most of the five stages of marketing (Exhibit 1).

In June 1986, the NVCC Board approved the following Presidential Goal, as recommended by Dr. Richard J. Ernst:

> To initiate a review of the marketing activities of the College during the period July 1, 1984 through June 30, 1986, and to develop and implement revisions to the current Marketing Plan for the College, taking into consideration the results of that review.

Dr. Ernst recognized the need to pause for a moment and to assess the success of the myriad of marketing activities undertaken during the preceding two years. New plans could then be developed to continue the marketing thrust of the College. The achievement of this goal would clearly move NVCC to stage 5 marketing as depicted in Exhibit 1.

The implementation of this marketing review was assigned to the Director of College Relations and Development, to be assisted by the Associate Dean for Planning and Management Services. They expanded the scope of the review to encompass the following objectives:

1) assess the achievement of marketing objectives;
2) identify the most effective marketing activities conducted;
3) assess the awareness and the image of NVCC;

Exhibit 1

Kotler's Law of Slow Learning in Marketing

In the typical organization, marketing enlightenment grows slowly and tends to pass through five distinct stages:

1. Marketing Is Advertising, Sales Promotion, and Publicity. Organizations experience increased competition from other organizations and decreased demand for their offerings from the publics. A few of these organizations decide to adopt the marketing tools of the soap companies. They establish budgets for advertising and sales promotion and manage to attract new customers. Their competitors are forced to adopt the same measures.

2. Marketing Is Smiling and a Friendly Atmosphere. The organizations first introducing modern advertising and promotion soon find their advantage cancelled by the rush of imitators. They also learn another lesson: Attracting people to the organization is easy; converting them to loyal customers is hard. These organizations begin to formulate a larger concept of marketing, that of trying to please the customer. Their personnel begin to smile and their physical environments are designed to be more friendly. The first organizations to implement this change begin to outperform their competitors in attracting and holding new customers. However, their competitors quickly figure out what is happening and rush into programs of institutionalizing thoroughgoing friendliness. Soon friendliness becomes so widespread that it loses its potency as a determining factor in customer choice.

3. Marketing Is Innovation. Organizations begin to search for a new basis for differential advantage. They begin to realize that marketing transcends advertising and friendliness, although those are important ingredients. They come to realize that they are not in the business of providing some narrowly defined activity, but instead must emphasize the basic customer needs being served. They begin to think in terms of continuous innovation of new and valued customer services. A successful innovation provides the innovative organization with a competitive lead, which is eventually copied. But, if this same organization invests in continuous innovation, it should stay ahead of the other organizations in the area.

4. Marketing Is Positioning. What happens when all organizations advertise, smile, and innovate? Clearly they begin to look alike. They are forced to find a new basis for distinction. They begin to realize that no organization can be the best for all customers. No organization can offer all products. The organization must choose. It must examine its opportunities and "take a position" in the market.

Positioning goes beyond image making. The image-making organization seeks to cultivate an image in the customer's mind and perhaps develops a symbol to dramatize its personality in a distinctive way. Yet the customer may see the competing organizations as basically alike, except for the chosen symbols. Positioning is an attempt to distinguish the organization from its competitors along real dimensions in order to be the preferred organization to certain segments of the market. Positioning aims to help customers know the real differences between competing organizations so that they can match themselves to the organization that can be of most value to them.

5. Marketing Is Market Analysis, Planning and Control. There is a still higher concept that represents the essence of modern marketing. The issue is whether the organization has installed effective systems for market analysis, planning, and control. Those that do so are able to measure the potentials of their various markets, to require market plans, to set quotas, and to develop appropriate reward systems.

Note: Each of the above stages is so revolutionary in its potential for growth and also for internal disruption that perhaps organizations are wise in coming to terms with marketing one step at a time. As each stage is installed and proves itself, it makes management more receptive to further advances in marketing thought and practice.

Source: Philip Kotler, Marketing Management, 4th ed. (Prentice-Hall, 1980), p.11-13.

4) assess the perceived quality and appropriateness of NVCC's programs and services;

5) formulate recommendations regarding revisions to College market planning; and

6) recommend strategies and tactics to enhance NVCC's awareness and image if necessary.

This report documents the method, findings, and recommendations of the year long study which resulted from these objectives.

METHODOLOGY

In September 1986, Dr. Ernst appointed the College Marketing Review Committee (MRC) to serve as a steering committee in the design, implementation, and analysis of the marketing study (see Appendix 1). The committee was chaired by the Director of College Relations and Development. Each campus was represented on the committee and the Coordinator of Institutional Research and two Research Associates provided technical support.

The study was planned in Fall 1986, data gathered in Winter 1987, and the analysis occurred in Spring 1987. The study utilized both qualitative and quantitative methods to: 1) gather market research on currently enrolled students; 2) determine the general public's awareness of NVCC; 3) evaluate the impact of past marketing activities; and 4) compare the image of NVCC among the general public, NVCC faculty and staff, and currently enrolled NVCC students.

Qualitative data was collected using the focus group technique. A focus group is a group interview technique, usually involving approximately ten participants and a facilitator, which elicits the thoughts and feelings of the participants through a structured interview process. According to Kotler and Fox (Strategic Marketing for Educational Institutions, 1985), "focus group interviewing is becoming one of the major marketing research tools for gaining insight into consumer thoughts and feelings."

The members of the MRC served as focus group facilitators after attending two training sessions. The first session was conducted by an outside researcher experienced with focus group techniques. The second was conducted by Office of Institutional Research (OIR) staff and included role playing and feedback to hone facilitative techniques.

Focus groups were conducted with each of the following:

1) Provost's Staff on each campus (total of 5 focus groups)
2) Campus Council on each campus (total of 5 focus groups)
3) Random sample of College Staff and ELI (one focus group)
4) NVCC students currently enrolled in Sociology and English classes (three focus groups)

Each of these 14 focus groups was tape recorded and later transcribed, maintaining the anonymity of all individual responses. The structured interviews are presented in Appendix 2. Each focus group lasted 1-1 1/2 hours.

Quantitative data was collected via paper and pencil surveys and telephone interviews. A random sample of 50 percent of the full-time faculty, staff, and administration who had been at the College for at least two years was surveyed. Questionnaires were sent via campus mail to 486 employees with a cover letter from the President (see Appendix 3). Two hundred forty eight responses were received for a return rate of 51 percent. The questionnaire solicited an evaluation of the impact of twelve marketing activities and solicited suggestions for new marketing activities. It used a seven point semantic differential to elicit the respondents' image of NVCC and a prediction by the respondents of the image of NVCC among the general public.

A convenience sample of currently enrolled NVCC students was also administered a paper and pencil questionnaire. Although a random sample of students would have been preferable, this would have necessitated conducting the questionnaire by mail. The anticipated low response rate, high cost, and excessive time needed for such a procedure led the MRC to choose a convenience sample which could be surveyed during class time. Of the 871 respondents, 568 (65%) were from GENL 100 classes. The remaining 303 respondents were from evening classes in Sociology, English and Data Processing. Despite the use of the evening students to "balance" the sample, the resulting sample of currently enrolled students was somewhat skewed to younger, more degree oriented, and more transfer oriented students than is the total population of NVCC students. This should be remembered when analyzing the results of this survey.

The student survey is presented in Appendix 4. Student demographics were collected along with market research on educational goals and factors related to the decision to enroll in NVCC. An evaluation of NVCC marketing activities was conducted and the semantic differential was again used to examine image.

The general public was surveyed via telephone. Student volunteers from NVCC Annandale Campus Social Science classes conducted the interviews. The students were trained by OIR staff and completed all phone calls between 6:00 P.M. and 9:00 P.M. on three consecutive nights. A random sample of residential telephone numbers was drawn from the telephone directories of Northern Virginia, Prince William County, and Loudoun County. A substitution model was used; that is, 324 blocks of five households each were drawn from the telephone books. The student interviewer was to reach one head of the household from an assigned block. Thus, 100 percent of the blocks were reached. The results have a standard error of measurement of 5 percent at the 90 percent confidence level. That is, if 50 percent of the sample answers yes to a question, there is a 90 percent chance that if the entire population had been surveyed, 45-55 percent would have said yes.

The telephone conversation lasted 5-10 minutes. Awareness of NVCC was first checked. If the respondent had not heard about NVCC, the call was terminated. Those who had heard of NVCC were then asked to evaluate NVCC marketing activities, demonstrate awareness of some specifics about NVCC, and again, using the

semantic differential, to indicate their image of NVCC (see Appendix 5).

Data collection instruments were developed by OIR staff with input and feedback from the MRC. All data analysis was performed by OIR staff using the Statistical Analysis System (SAS). Data interpretation was jointly conducted by OIR and the MRC. The conclusions and recommendations expressed in this report represent those of the MRC.

RESULTS AND DISCUSSION

The multifaceted measurement approach utilized in this study yielded a voluminous amount of data. The data from each survey was analyzed in several ways. After the overall analysis for all respondents was completed, various subgroups were analyzed. For instance, the student survey was analyzed separately for all students out of high school one year or less, 2-4 years, and 5 years or more. Separate analyses were also completed for career oriented and transfer oriented students. The NVCC employee survey was analyzed separately for faculty, staff and administration and for each Campus.

The remainder of this report will present and discuss those results and implications deemed most important given the objectives of this study. Readers can access any of the raw data by calling the Office of Institutional Research (ext 3129).

Student Market Research

NVCC students attend college for four basic reasons: 1) to prepare for a career; 2) to change careers or upgrade in a present career; 3) for general education including basic skills and learning about things of interest, and; 4) for personal enrichment including improvement of self image, discovering a vocational interest, and improving the ability to get along with people. The student survey results were quite predictable in that the students out of high school less than 4 years were more concerned with preparing for a career (64% vs. 37% for those out more than 4 years) and those out more than 4 years were more likely to be looking to change careers (48% vs 24%) or upgrade in a career (27% vs 13%).

When asked why they chose NVCC, the second most frequently cited reason was that the students could work and go to school at the same time. Nearly 2 out of 3 (64%) cited this as one of the reasons for choosing NVCC. Of those who indicated the single most important reason for attending NVCC, nearly 1 out of 4 (23%) checked this item. Surprisingly, it was the most frequently cited reason for those students out of high school for less than a year and it trailed only the fact that NVCC courses transfer to many four year schools as the single most important reason among those students who indicated that they plan to transfer after leaving NVCC (see Tables 1A and 1B). Eighty percent of the respondents indicated that they work and go to NVCC at the same time (50% work full-time, 30% part-time). Even among those out

Table 1A
Why Students Choose NVCC
(% Checking a Reason)

Reason	Entire Sample (N=871)	Transfer Students (N=417)	Career Students (N=343)	Students Graduating From High School One Year Ago (N=156)	Students Graduating From High School 2-4 Years Ago (N=171)	Students Graduating From High School More Than 4 Years Ago (N=542)
Convenient location	69%	67%	72%	62%	67%	72%
I can work and go to school at the same time	64	63	67	63	70	63
Low tuition	64	65	66	57	59	67
NOVA courses transfer to many four-year schools	49	68	30	58	53	45
Convenient times for course offerings	48	44	54	36	44	54
Offers the courses I want	45	55	45	33	37	50
I can live at home	28	34	25	53	42	16
Good facilities at NOVA	19	17	18	16	18	21
Academic reputation of the College	14	12	15	13	16	14
Attractive, pleasant campus	13	10	15	11	10	14
Cooperative education allows me to earn college credits while working	12	8	13	8	12	13
I have friends attending NOVA	9	10	9	18	11	5
Financial aid is provided	8	7	9	5	8	9
Reputation of the faculty	7	7	8	9	6	8
NOVA education helps one get a better job	7	5	11	9	6	7
Was not accepted at any other college	4	6	1	11	6	2
Convenience of ELI courses	4	4	6	1	4	5
Student activities (cultural, social, recreational)	2	2	3	4	2	2

Table 1B
Students' Most Important Reason for Choosing NVCC
(% Checking a Reason)

Reason	Entire Sample (N=611)	Transfer Students (N=294)	Career Students (N=247)	Students Graduating From High School One Year Ago (N=110)	Students Graduating From High School 2-4 Years Ago (N=117)	Students Graduating From High School More Than 4 Years Ago (N=382)
I can work and go to school at the same time	23%	19%	30%	19%	29%	22%
NOVA courses transfer to many four-year schools	21	38	3	35	21	17
Low tuition	15	15	15	11	15	16
Offers the courses I want	12	4	21	4	7	15
Convenient location	8	6	11	3	7	10
Convenient times for course offerings	7	5	9	3	6	9
Was not accepted at any other college	3	4	1	8	5	*
Cooperative education allows me to earn college credits while working	2	1	2	1	3	2
I can live at home	2	2	2	6	3	*
Good facilities at NOVA	1	2	*	3	--	1
Academic reputation of the College	1	1	1	1	--	1
Financial aid is provided	1	*	1	--	--	1
Reputation of the faculty	*	*	1	--	--	1
NOVA education helps one get a better job	*	--	1	1	--	*
I have friends attending NOVA	*	--	--	--	1	--
Student activities (cultural, social, recreational)	*	--	--	1	--	--
Attractive, pleasant campus	--	--	--	--	--	--
Convenience of ELI courses	--	--	--	--	--	--

* -- less than .5%

of high school less than a year, 23 percent work full-time and 49 percent part-time.

Combining the information on why the students are in college with the large numbers who work while attending NVCC yields an interesting profile. Nearly half of the respondents (48%) indicated that they are in college to prepare to enter the job market. Yet 80 percent are currently working. Apparently many are in jobs, but not careers. They appear to be in a holding pattern, earning money either out of financial necessity or to live a desired lifestyle while postponing preparation for one's chosen occupation. In either case, the students seem to know that they are in a holding pattern and they recognize the need for formal preparation for their careers.

A complete analysis of the reasons for attending NVCC yields two patterns: access reasons and quality reasons. Access reasons include low tuition (64%), convenient location (69%), and desired course offerings (45%) at convenient times (48%). Only one quality reason was frequently cited: NVCC courses transfer to many four year schools (49%). Other quality reasons were rarely cited: academic reputation of NVCC (14%), reputation of the faculty (7%), NVCC helps one get a better job (7%). Apparently, NVCC attracts most of its students for reasons related to access but fewer for reasons related to a quality image.

A problem necessitating additional research emerged from the survey when 74 percent of the respondents indicated that they expect to graduate from NVCC. This substantially exceeds the

actual graduation rate of those entering students most likely to be seeking to graduate. For example, of the Fall 1983 first-time, full-time students, program placed in transfer programs (AA or AS) only 7 percent had graduated by Spring 1987. Only about 10 percent will ultimately graduate. Assuming that this will also be true of the students surveyed, research is needed to determine why the students change their minds and what happens to them while at NVCC and after leaving NVCC.

Evaluation of the Impact of Marketing Activities

To no one's surprise, the Quarterly Schedule of Classes emerged as the most effective marketing activity undertaken by NVCC. Nearly 90 percent of the employees rated it as extremely or somewhat effective in increasing awareness, image and enrollment; half of the general public said that they learned about NVCC from it (although nearly 100% should receive it each quarter); and 79 percent of the currently enrolled students rated it as very (60%) or somewhat (19%) useful in learning about NVCC. This study did not attempt to evaluate specific characteristics of the schedule. However, in the employee focus groups a persistent dissatisfaction with the format and readability emerged. Considering that the Schedule of Classes is the most costly, most widely distributed, and most effective marketing activity of the College, the criticisms voiced probably deserve attention.

Word of mouth, although not a marketing activity planned or controlled by the College, emerged as an important influence. It

was often cited in the focus groups that "everybody knows somebody who attended NVCC" and "our current and former students are our best recruiters". Nearly 98 percent of the employees cited word of mouth as extremely or somewhat effective. NVCC students indicated that they are more influenced by their parents, family or friends rather than their employers, high school counselors or teachers, or NVCC representatives (see Table 2).

Overall, the students surveyed were generally not affected by college nights, promotional events, radio announcements or newspaper announcements (83%, 82%, 78%, 75% respectively responded "did not use"). However, interesting differences emerged concerning the effectiveness of various marketing activities on the younger vs. older students. The older students were more likely to be influenced by reminders or factors that would make the difference for a person who couldn't decide whether to enroll or not (see Table 3).

It is instructive to examine the penetration of a marketing activity (how many people hear/see it) and its effect on people. High school nights were only used by 26 percent of those students right out of high school and only 41 percent of this group found them to be at least somewhat useful. They were neither frequently used nor very effective. On the other hand, campus visits, contact with NVCC faculty and counselors, and talking with current or former NVCC students were not used by 46, 40 and 42 percent of the students respectively but they were extremely

Table 2
Persons Influencing the Decision to Enroll at NVCC (%)
(Student Sample: N=871)

Person	Very Influential	Somewhat Influential	Not Influential
Parents/family	37%	30%	33%
Friends	21	38	41
High School Counselors	10	13	77
High School Teachers	7	14	79
College Representatives	12	20	68
Employer	16	18	66

Table 3
Age Differences in the Impact of Marketing Activities
(% responding very or somewhat useful)

Activity	Entire Sample (N = 871)	Students Graduating From High School One Year Ago (N = 156)	Students Graduating From High School 2-4 Years Ago (N = 171)	Students Graduating From High School More than 4 Years Ago (N = 542)
Class Schedule	79%	66%	73%	85%
Newspaper Ads	11	8	9	13
Radio Ads	8	2	9	9
Recruiting Brochures/ Mailings	46	38	45	49
Program Brochures	47	37	45	51
Campus Visits	42	42	29	47
Phone Inquiries	23	17	19	27
Talking with NVCC Counselor/Faculty	54	48	51	56

effective when used (78%, 88% and 79% respectively reported at least somewhat useful).

In general, NVCC employees rate most marketing activities as effective. There is also general agreement on individual activities across employment position (faculty, staff, administration) and across campus (see Table 4). There are three noteworthy exceptions (these should be interpreted with caution due to a small number of respondents on some of the campuses). Woodbridge employees rated community use of campus facilities significantly less effective than the other campuses. Whether this is due to the quality of the facility or an indication that this practice is not used as often can not be determined from the data. Loudoun employees rated high school recruiting effectiveness significantly lower than the other campuses. Finally, there was widespread disagreement on the effectiveness of the Tyson's Corner exhibit. Focus group interviews confirm this diversity of opinion with the proximity of the exhibit to the campus being a major factor in how it was rated.

Awareness

Northern Virginians are well aware of NVCC. Only 3 percent (11 out of 324) of the community residents reached by telephone indicated that they had not heard of NVCC. The amazing penetration rate of the College is evidenced by the fact that 27 percent of this randomly selected sample had at one time been a student at NVCC. Even of those who had never been students, 84 percent were able to identify the location of an NVCC campus.

Table 4
Evaluation of Marketing Activities by NVCC Employees
(% Rating Marketing Activities as Extremely or Somewhat Effective)

	Sample (N=222)	CAMPUS CS (N=25)	AL (N=49)	AN (N=84)	LO (N=19)	MA (N=14)	WO (N=31)
Word of Mouth	98%	96%	100%	98%	100%	100%	97%
Class Schedule	89	96	86	89	95	93	90
Campus Visits	88	95	91	84	82	100	90
Community Use of Campus Facilities	86	86	95	86	84	92	74
Bringing Community Groups to Campuses	86	86	95	80	89	92	84
Speeches/Presentations/ Activities by NOVA Faculty/ Staff	85	86	83	85	89	79	87
NOVA Students Recruiting	83	90	88	80	73	92	86
Recruiting-High Schools	83	95	88	76	65	92	86
Radio Ads	82	82	77	84	82	92	85
Recruitment Brochures	81	95	89	74	78	85	76
Program Brochures	81	78	87	80	83	79	80
Newspaper Ads	80	75	80	76	89	93	89
Recruitment-Military Bases	80	95	82	79	61	85	74
College Catalog	80	91	79	79	72	71	79
Recruiting-Off Campus	79	89	82	77	69	82	78
TV Program	65	45	65	73	71	64	65
Tyson's Mall Exhibit	65	96	69	64	58	71	43
Posters	61	77	59	62	54	83	57

Northern Virginians know less about the specific programs and services offered at the College. Of those who had never been an NVCC student, 35 percent did not know that NVCC offers programs that prepare one for immediate employment; 22 percent did not know that NVCC offers the first two years of a four year degree; 74 percent did not know anything about the success of NVCC graduates; 69 percent did not know enough to offer a rating of NVCC community activities; and even though not given the alternative of saying "I don't know", 44 percent and 35 percent respectively could not offer an opinion on the quality of instruction or the quality of education at NVCC.

Even those who had been students at NVCC displayed some surprising gaps in specific awareness. Twenty-four percent did not know that NVCC offers programs that prepare one for immediate employment; 63 percent did not know enough to rate NVCC community activities; and most troubling, 64 percent did not know about the success of NVCC graduates.

Earlier it was stated that students were more likely to cite access reasons rather than quality reasons for enrolling in NVCC. It is significant that the awareness level on access related questions was quite good. As stated earlier, even the non-students know the location of a campus. Similarly, 88 percent of the non-students know that NVCC offers adult continuing education courses on weeknights and weekends and 43 percent are aware of NVCC cable television courses.

Image

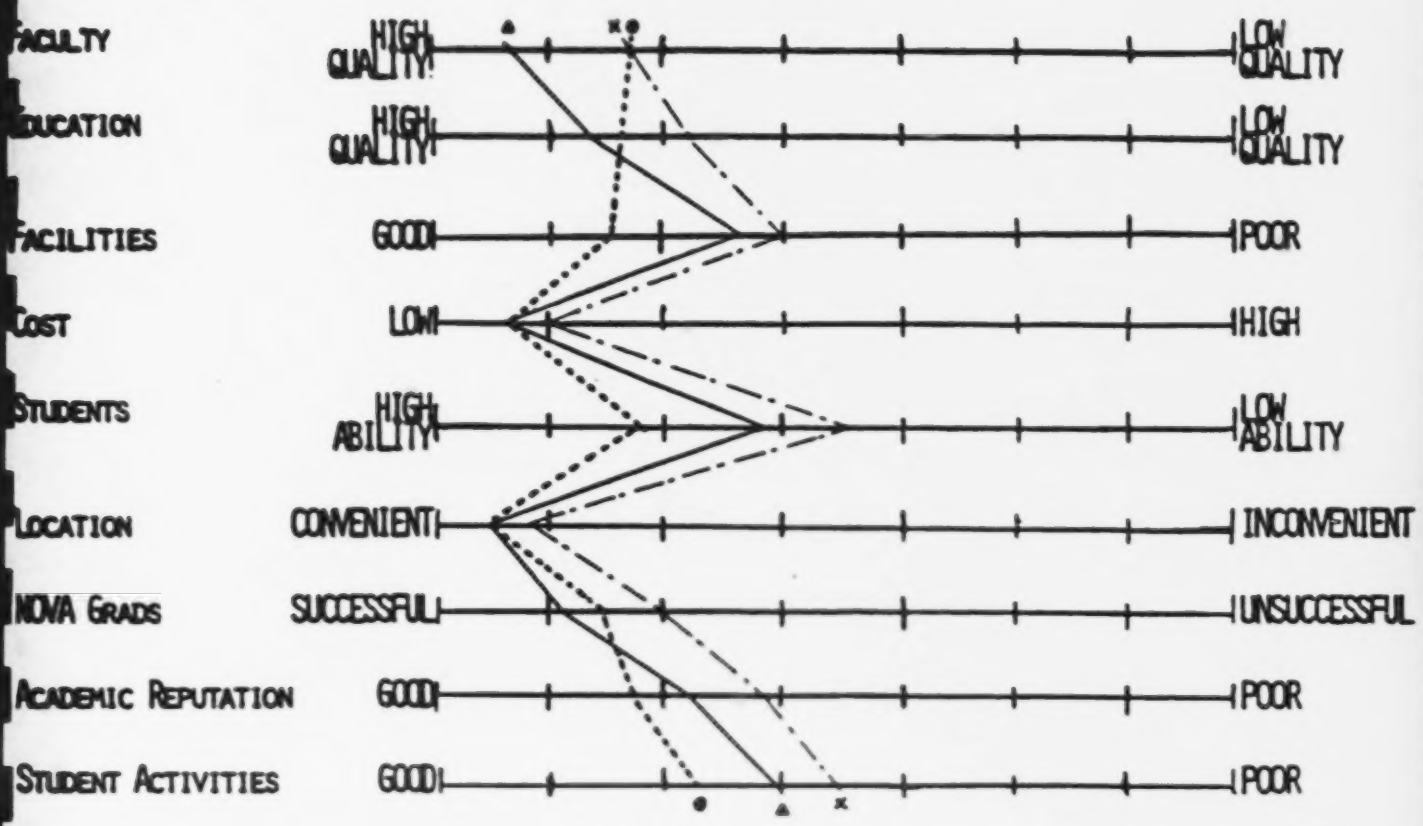
Figure 1 displays the responses to the semantic differential by NVCC employees and the general public. The following conclusions are offered after careful examination of this figure:

- NVCC employees see NVCC as a convenient, low cost institution, offering high quality education using high quality faculty. This was strongly supported in the focus groups. There it was also emphasized that NVCC is a teaching institution where faculty truly care about students.
- NVCC employees rate the facilities, student activities, the College's academic reputation and the ability level of NVCC students less favorably then the other items. When asked to predict the public's ratings of these items, the prediction was significantly more negative than the actual rating by the public. Apparently on these items, we are not pleased, and we falsely attribute our beliefs to the public.

The focus groups paint an interesting picture of image. NVCC wants to be known for (ideal image) 1) quality faculty and instruction; 2) a caring attitude toward students; 3) a balanced academic program between transfer and occupational/technical education; 4) innovation in teaching methods; 5) up-to-date facilities and equipment; 6) a vital role in the community; and 7) low cost and high value. Our self image falls short of this ideal image when it comes to equipment and facilities and the role of the College in the community. We see ourselves as

Figure 1

NVCC IMAGE COMPARISON



The public's image of the College.

Faculty & Staff's image of the College.

Faculty & Staff's perception of the public's image of the College.

underfunded and undervalued. Many of the focus group responses indicate feelings of defensiveness and inferiority when speaking about NVCC.

The public's actual image of the College appears to be better than we predicted. However, the lack of awareness of quality factors discussed previously and the apparently limited effect of quality factors on the students' decision to enroll indicates that a large segment of the public does not equate NVCC with quality. This was strongly supported in the focus groups. NVCC employees feel that NVCC has different images among different groups. NVCC's quality image is believed to be highest among those who have been our students and is good among adults in the community. But it is believed to be very low among high school students and their parents. The focus groups cited a lack of prestige involving NVCC attendance as a major barrier to attracting this group.

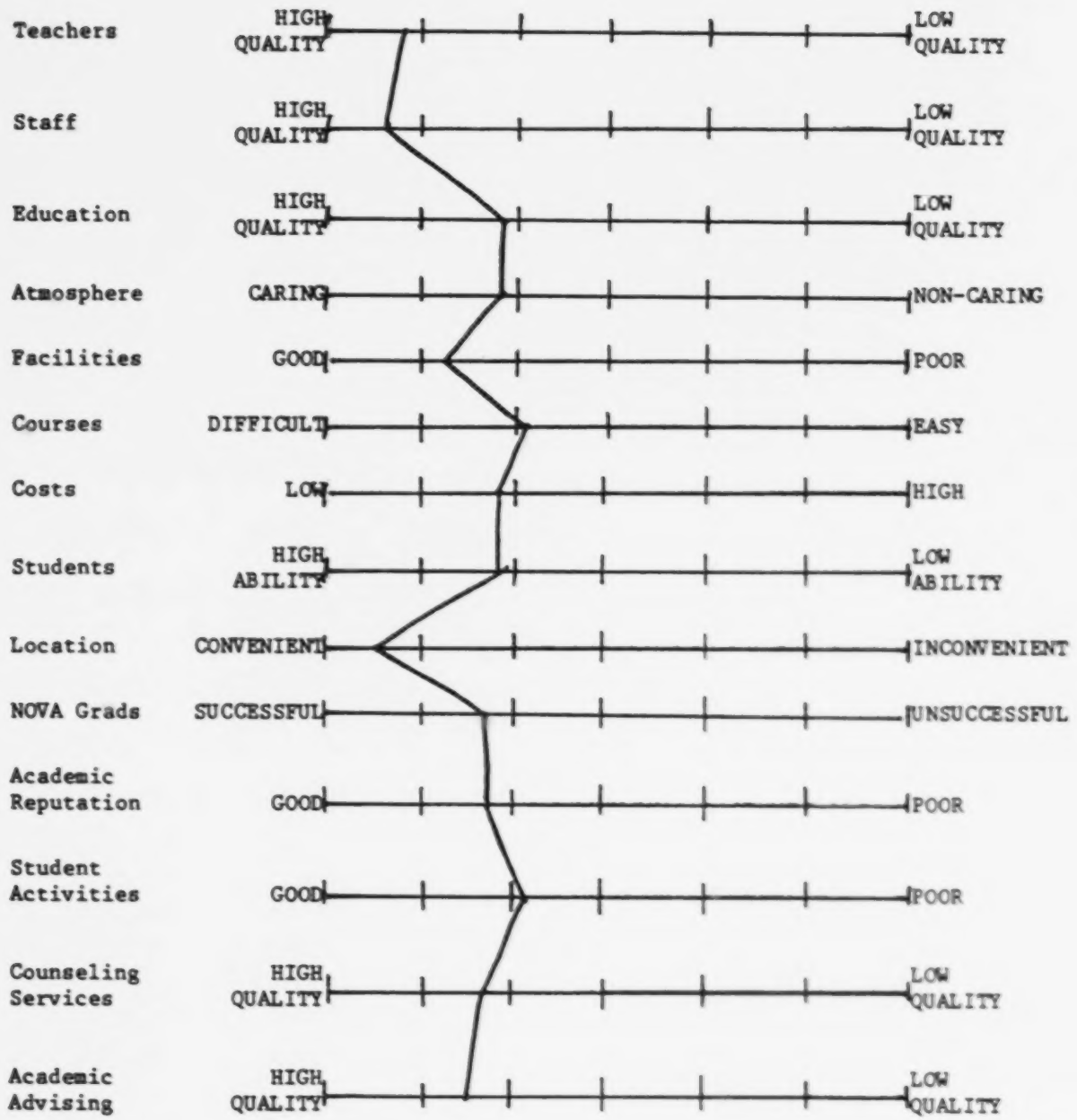
The image held by NVCC students supports the employees' belief that our students feel very positively about the College (see Figure 2). Perhaps the most remarkable statistic of all is that when current and former NVCC students were asked if they would recommend NVCC to a friend, 99 percent said "yes". The marketing challenge is to produce this positive image in those who have never enrolled.

CONCLUSIONS AND IMPLICATIONS

1. The basic marketing challenge facing NVCC is to build an image of instructional and educational quality. This image

Figure 2

NVCC Image Among Currently Enrolled Students



should emphasize quality teaching by faculty who care for students. It should stress the quality programs and services provided as part of NVCC's mission. Currently, the public views NVCC as low cost, conveniently located and offering a wide variety of courses at convenient times. The image of quality must be added to this image of access.

2. Several possible ways to enhance the quality image emerged from the study:

   a. Publicize the success of NVCC graduates

   b. Use successful NVCC students and graduates in formal recruiting activities -- especially in the high schools

   c. Emphasize the positive outcomes of an NVCC education whenever possible -- program brochures should not only describe what will happen to a student while at NVCC but they should emphasize the successful outcomes of former students (jobs, transfer success, licensure success, etc.)

   d. Publicize noteworthy faculty accomplishments -- the NVCC faculty includes authors, artists, musicians, Fulbright Scholars and a myriad of other award-winning teachers and scholars. Special efforts are needed to make this widely known. One way suggested is to get the media to quote NVCC faculty when expert opinions are needed. A list of faculty to consult could be distributed to the media for this purpose.

3. A major factor in the decision to enroll at NVCC is that students can work and go to school at the same time. This

could become a theme of a marketing campaign. It is one of the only factors that appears to be important to students of all ages. Similarly the distinction between a job and a career could be emphasized with so many Northern Virginians apparently employed but not in a field with long term possibilities.

4. Greater emphasis should be placed on NVCC involvement in the community. This includes faculty and staff involvement off campus as well as bringing more community groups to campus. The building of community centers should facilitate this strategy. Direct personal contact with NVCC faculty and staff is an effective marketing procedure which appears to be underutilized presently.

5. Recruiting of the traditional college age market should begin earlier than the junior year in high school. For this group, the college decision seems to be a cumulative life decision. Parents, family, and friends are important influences on this decision. Contacts with youngsters, even at the elementary school age, hold the potential for a long range payoff. The same can be said for attempts to market NVCC to parents so that they will then influence their children to attend NVCC. It should be noted that for many in Northern Virginia, it is unrealistic for NVCC to attempt to become the first or even the second college choice. But, there are many families who will be impressed by the value of an NVCC education. Quality plus low cost plus successful graduates equals value. Emphasizing the financial savings

in attending NVCC for two years prior to transferring to George Mason University, James Madison University or any other baccalaureate institution will be a more effective tactic with parents than with high school students. Similarly, the impressive earnings of recent occupational/technical graduates will appeal to many parents.

6. Radio and newspaper announcements as well as direct mail registration reminders should target the adult market. Content, style, and delivery medium should be geared towards those who need an extra "push" to register.

7. The awareness of NVCC is high among Northern Virginians. Awareness is only an issue with new area residents. NVCC could investigate ways to contact these individuals (welcome wagon, real estate offices, banks, etc.). As a general strategy, awareness should be deemphasized relative to image building.

8. The Quarterly Schedule of Classes is the most effective marketing activity engaged in by the College. Optimizing its effectiveness is essential. Therefore, the criticisms and suggestions voiced in the focus groups should be carefully considered along with ways to utilize the Schedule to accomplish some of the strategies mentioned in this recommendation section.

9. A college initiative is needed to raise morale and pride and to promote team building at NVCC. One can not just request or order that these changes occur. Attitudes develop over

time and they can be changed only over time. Thoughtful attention needs to be given to the effect of College policies and procedures on morale. Activities with the express purpose of changing attitudes can be developed. An investment in such activities holds the potential of improving individuals' attitudes.

10. The focus group technique yields qualitative data which is extremely valuable in supplementing quantitative data. Its use in future marketing research studies is highly recommended. Involving students in research is also a mutually beneficial activity.
11. A marketing research study should be done during 1987-88 on high school students in Northern Virginia. Awareness and image of NVCC should be assessed along with educational plans, and factors related to the college decision.
12. A study should be conducted of NVCC students who initially plan to graduate but who leave NVCC prior to graduation. Characteristics of the students, causes of the decision to leave and their eventual educational and occupational success should be examined for implications for NVCC programs and services.
13. Marketing research data such as that which was produced during this study can yield a wealth of information which can be used in developing marketing plans. Plans should be developed for routinely conducting marketing research at the time of student application and registration.

APPENDIX

NORTHERN VIRGINIA COMMUNITY COLLEGE

office of the president

MEMORANDUM

September 11, 1986

TO: Ms. M. Charlotte Wilhelmi, Chairperson
Mr. Beverly A. Blois, Jr.
Dr. John F. Burgess, Jr.
Dr. Frank H. Friedman
Mr. Dean. A. Haledjian
Dr. Fred J. Hecklinger
Ms. Barbara C. Laime
Ms. Ervinia H. Miller

FROM: Dr. Richard J. Ernst

SUBJECT: Appointment to the Committee

You have been nominated by the Administrative Council to serve on the College Marketing Review Committee. This is to appoint you to that Committee. Mrs. Charlotte Wilhelmi is requested to serve as Chairman.

The charge to the Marketing Review Committee (MRC) is to serve as a steering committee to conduct the review of the marketing activities of the College during the period July 1, 1984 through June 30, 1986 in a manner to assure the achievement of the objectives and implementation of the methodology stated in the Marketing Review Proposal approved by Administrative Council, September 9, 1986, (copy enclosed). The MRC will develop the format, questions and reporting procedures for the focus group interviews; the identification and training of focus group leaders; the development of the survey instruments for the written and telephone surveys; the review and evaluation of data gathered and the formulation of recommendations for revisions to the Marketing Plan for the College.

I would appreciate status reports from the MRC on November 3, 1986 and February 27, 1987 with the complete report submitted no later than May 1, 1987.

Thank you for your assistance in the attainment of this 1986-87 Presidential Goal.

Richard J. Ernst
President

RJE/fp
cc: Administrative Council

-30-

Questions

Employee Focus Group Interview
(Provost Staff, Campus Council, College Staff and ELI)

1. Of all the many College-wide and Campus specific marketing activities undertaken during the past few years, which do you feel were the most effective in increasing awareness, image and enrollment? Which were the least effective?

2. What is your personal image of NOVA?

   a. The College

   b. Your Campus (if applicable)

3. What do you think is the public's image of NOVA?

4. What should NOVA's image be?

5. What marketing activities can NOVA take to resolve the discrepancies between what its public image is and what it should be?

Questions

Current Student Focus Group Interview

1. How did you learn about NOVA?

   (Use these prompts if necessary:)

   a. Have you heard a NOVA ad on the radio? Did it increase your interest in NOVA?

   b. Have you ever seen a NOVA ad in the newspapers? Did it increase your interest in NOVA?

   c. Have you received any mail from NOVA? Did any of it increase your interest in NOVA?

2. Why did you choose to attend NOVA?

3. What are the best things about NOVA?

4. What are the worst things about NOVA?

5. How do you think the public feels about NOVA?

6. Would you recommend NOVA to other people? Why? Why not?

7. What should NOVA do to let people know what NOVA has to offer?

NORTHERN VIRGINIA COMMUNITY COLLEGE

February 19, 1987

Dear Faculty and Staff:

The College Marketing Review Committee was appointed this past Fall to review the College's marketing efforts during the past two years, to assess the College's current image, and to recommend future marketing activities based upon the findings.

The Committee has designed a research study consisting of both surveys and focus group interviews. Focus group interviews include NVCC faculty, staff and administration, and current NVCC students. Surveys will be conducted with current NVCC students, community residents, and NVCC faculty/staff.

As part of this study, you have been randomly selected to participate in the faculty and staff survey. Please take a few minutes of your time to respond to the attached survey and return it as soon as possible, but no later than February 27, 1987, to the Office of Institutional Research for analysis. For purpose of confidentiality, no names will be associated with any returned survey. Simply tear off the cover letter to which the mailing label is attached before returning the survey to the Office of Institutional Research.

Thank you kindly for your assistance in this matter.

Sincerely,

Richard J. Ernst

Richard J. Ernst
President

cc

OFFICE OF THE PRESIDENT, 4001 WAKEFIELD CHAPEL ROAD, ANNANDALE, VIRGINIA 22003, TELEPHONE 703/323-3101

NORTHERN VIRGINIA COMMUNITY COLLEGE
Faculty/Staff Survey
Winter 1987

A) For Every Item Listed Below, Please Check the Blank That Best Describes How **You** Feel About NOVA

		Extremely	Moderately	Somewhat	Neither/Nor	Somewhat	Moderately	Extremely	
1.	Faculty								
	a. Quality of Instruction	High							Low
	b. Concern for students	Great							Little
	c. Availability	Limited							Unlimited
2.	Staff	High Quality							Low Quality
3.	Education	Low Quality							High Quality
4.	Atmosphere	Non-Caring							Caring
5.	Facilities	Good							Poor
6.	Courses	Difficult							Easy
7.	Costs	Low							High
8.	Students	Low Ability							High Ability
9.	Location	Convenient							Inconvenient
10.	NOVA grads	Successful							Unsuccessful
11.	Academic reputation	Poor							Good
12.	Student activities	Good							Poor
13.	Counseling services	Low Quality							High Quality
14.	Academic Advising	High Quality							Low Quality

B) For Every Item Listed Below, Please Check the Blank that Best Describes How You Think **the Public** Feels About NOVA

		Extremely	Moderately	Somewhat	Neither/Nor	Somewhat	Moderately	Extremely	
1.	Faculty	High Quality							Low Quality
2.	Staff	Low Quality							High Quality
3.	Education	High Quality							Low Quality
4.	Atmosphere	Non-Caring							Caring
5.	Facilities	Poor							Good
6.	Courses	Difficult							Easy
7.	Costs	Low							High
8.	Students	High Ability							Low Ability
9.	Location	Convenient							Inconvenient
10.	NOVA grads	Successful							Unsuccessful
11.	Academic reputation	Poor							Good
12.	Student activities	Good							Poor
13.	Counseling services	Low Quality							High Quality
14.	Academic Advising	High Quality							Low Quality

C) Please give your opinion on the effectiveness of the following activities in attracting students to NOVA, in increasing the public's awareness, and in enhancing the image of the College. (circle)

	Extremely Effective	Somewhat Effective	Little Effect	No Effect	Do Not Know
1. College Publications					
A. Class Schedules	1	2	3	4	5
B. Recruitment Brochures/ Mailings	1	2	3	4	5
C. College Catalogue	1	2	3	4	5
D. Program Brochures	1	2	3	4	5
E. Posters	1	2	3	4	5
2. Campus visits by prospective students	1	2	3	4	5
3. NOVA students recruiting in the high schools	1	2	3	4	5
4. Newspaper advertising	1	2	3	4	5
5. Radio advertising	1	2	3	4	5
6. TV Program - NVCC Today	1	2	3	4	5
7. Recruitment by faculty and staff at:					
A. High schools	1	2	3	4	5
B. Military bases	1	2	3	4	5
C. Off-campus locations	1	2	3	4	5
8. Tyson's Mall Exhibit	1	2	3	4	5
9. Word of mouth	1	2	3	4	5
10. Speeches/presentations/ activities by NOVA faculty/staff	1	2	3	4	5
11. Bringing community groups to campuses	1	2	3	4	5
12. Community use of campus facilities	1	2	3	4	5

13. Please list any other activities that you feel would help attract students and improve the public's image of NOVA.

_____

_____

_____

_____

_____

D) 1. How long have you been at NOVA? (Circle)
a. Less than two years
b. Two to five years
c. More than five years

2. What is your present position at NOVA? (Circle)
a. Nine-month teaching faculty
b. Twelve-month faculty
c. Staff

3. What is your campus? (Circle)

a. College Staff/ELI
b. Alexandria
c. Annandale
d. Loudoun
e. Manassas
f. Woodbridge

NORTHERN VIRGINIA COMMUNITY COLLEGE

Winter 1987

CURRENT STUDENT SURVEY

Northern Virginia Community College
Winter 1987

Current Student Survey

A) Why did you decide to attend college? (Circle all that apply)

1. To prepare to enter the job market
2. To prepare for a career change
3. Parents wanted me to go
4. To learn more about things that interest me
5. To get a general education
6. To earn more money
7. To improve basic skills such as, reading, writing and math
8. To get out of the house
9. To improve my self image
10. To increase my knowledge in my academic field
11. To discover my vocational interest
12. To improve my knowledge and technical skill required in my present job
13. To improve my ability to get along with people
14. To increase my chances of receiving a raise or promotion with my current employer
16. Other (please specify)
    a.
    b.

** OF ALL THE REASONS YOU CIRCLED ABOVE, PUT A CHECK NEXT TO THE ONE THAT IS MOST IMPORTANT

B) Why did you choose to attend NOVA? (Circle all that apply)

1. Low tuition
2. Convenient location
3. Convenient times for course offerings
4. Convenience of ELI courses
5. Offers the courses I want
6. Student activities (cultural, social, recreational)
7. Academic reputation of the College
8. Attractive, pleasant campus
9. Was not accepted at any other college
10. I can live at home
11. I have friends attending NOVA
12. Reputation of the faculty
13. NOVA education helps one get a better job
14. NOVA courses transfer to many four-year schools
15. I can work and go to school at the same time
16. Financial aid is provided
17. Good facilities at NOVA
18. Cooperative education allows me to earn college credits while working
19. Other (please specify)
    a.
    b.

** OF ALL THE REASONS YOU CIRCLED ABOVE, PUT A CHECK NEXT TO THE ONE THAT IS MOST IMPORTANT

C) How influential were the following individuals in your decision to attend NOVA? (Circle)

		Very Influential	Somewhat Influential	Not Influential
1.	Parents/family	1	2	3
2.	Friends	1	2	3
3.	High school counselors	1	2	3
4.	High school teachers	1	2	3
5.	College representatives	1	2	3
6.	Employer	1	2	3

D) Before enrolling at NOVA, did you use any of the following to learn about NOVA and if so, how useful were they? (Circle)

		Very Useful	Somewhat Useful	Of Little Use	Of No Use	Did Not Use
1.	College Publications					
a.	Class Schedules	1	2	3	4	5
b.	Recruiting Brochures/mailings	1	2	3	4	5
c.	College Catalog	1	2	3	4	5
d.	Program Brochures	1	2	3	4	5
e.	Posters	1	2	3	4	5
2.	Visits to the campuses	1	2	3	4	5
3.	Talking to NOVA students (current or past)	1	2	3	4	5
4.	Advertisements in newspapers	1	2	3	4	5
5.	Advertisements on the radio	1	2	3	4	5
6.	College nights at your high school	1	2	3	4	5
7.	Phone inquiries	1	2	3	4	5
8.	Promotional events (shopping mall exhibits, trade shows, etc)	1	2	3	4	5
9.	NOVA counselor or faculty	1	2	3	4	5
10.	Other (please specify)					
a.						
b.						

E) For every item listed below, please check the blank that best describes how you feel about NOVA. (Check the appropriate blank)

			Extremely	Moderately	Somewhat	Neither/Nor	Somewhat	Moderately	Extremely	
1.	Teachers:	High Quality	_____	_____	_____	_____	_____	_____	_____	Low Quality
2.	Staff:	Courteous	_____	_____	_____	_____	_____	_____	_____	Rude
3.	Education:	Low Quality	_____	_____	_____	_____	_____	_____	_____	High Quality
4.	Atmosphere:	Non-Caring	_____	_____	_____	_____	_____	_____	_____	Caring
5.	Facilities:	Excellent	_____	_____	_____	_____	_____	_____	_____	Poor
6.	Courses:	Difficult	_____	_____	_____	_____	_____	_____	_____	Easy
7.	Costs:	High	_____	_____	_____	_____	_____	_____	_____	Low
8.	Students:	High Ability	_____	_____	_____	_____	_____	_____	_____	Low Ability
9.	Location:	Convenient	_____	_____	_____	_____	_____	_____	_____	Inconvenient
10.	NOVA Graduates:	Successful	_____	_____	_____	_____	_____	_____	_____	Unsuccessful
11.	Academic Reputation:	Poor	_____	_____	_____	_____	_____	_____	_____	Good
12.	Student Activities:	Good	_____	_____	_____	_____	_____	_____	_____	Poor
13.	Counseling Services:	Poor	_____	_____	_____	_____	_____	_____	_____	Good
14.	Academic Advising:	Good	_____	_____	_____	_____	_____	_____	_____	Poor

F) What is your primary educational objective? (Circle one)

1. For transfer to a four-year college
2. To obtain a job
3. For advancement in my field
4. To explore career possibilities
5. For self-improvement not job related
6. To make a career change

G) Do you intend to get a degree from NOVA? Yes _____ No _____

H) How long do you anticipate it will take you to achieve your objective at NOVA? (Circle)

1. One to three quarters
2. Four to six quarters
3. Longer than six quarters
4. Do not know

I) How many quarters have you been at NOVA? (Circle)

1. One - This is my first quarter
2. Two to three quarters
3. Four to six quarters
4. Greater than six quarters

J) What is the highest level of education you have previously completed? (Circle)

1. Less than high school diploma
2. High school diploma/GED
3. One year college certificate
4. Associate degree
5. Bachelor's degree (four-year)
6. Master's degree
7. Doctoral degree

K) Which of the following best describes your current employment situation? (Circle)

1. Employed full-time (more than 35 hours a week)
2. Employed part-time (less than 35 hours a week)
3. Unemployed (actively looking for work)
4. Unemployed (not actively looking)

L) What year did you graduate from high school? _____

M) Please indicate the following as they apply to you: (Circle)

1. Sex: M F
2. Race:
   a. American Indian b. Asian c. Black
   d. Hispanic e. White f. Other

N) What is your year of birth? _____

O) Your home zipcode is:_____

P) Would you recommend NVCC to a friend? (Circle)

1. Yes 2. No

If no, please explain _____

_____

INTRODUCTION:

Hello, may I speak with (name in telephone book). My name is _____ and I am calling from Northern Virginia Community College/NOVA. I am a student at the College and I am helping in a college sponsored study examining people's awareness of NOVA. It is hoped that the information we obtain from this study will help us to better meet the needs of the Northern Virginia residents and to be a more effective educational resource to the community.

Would you mind taking a few minutes to answer some questions about NOVA?

If NO, ____Is there a more convenient time?

If NO, ______Thank you for your time (terminate call)

If YES, ------(set up an appointment)

If YES, ----begin the interview, go to the first question.

CONCLUDING REMARKS:

Thank you_____for taking the time to answer these questions. You have been very helpful to the College. Have a nice day and thanks again.

NORTHERN VIRGINIA COMMUNITY COLLEGE
Resident Telephone Survey
Winter 1987

1. Have you heard of Northern Virginia Community College? _____NO _____YES

If NO, ------Would you like to be sent any information on the College?
Write the address below and terminate the call.

Address: _____

_____

_____

If YES, -----Do you know:
----which of the five campuses is nearest to you? ____NO ____YES,
Which one? A L M N W

____that NOVA offers programs that will prepare you for immediate employment? _____NO ____YES, Can you name any?

____that NOVA provides the first two years of a four-year college degree? _____NO ____YES

____that NOVA offers home-study courses on cable T. V.?
_____NO ____YES

____that NOVA offers an extensive number of adult continuing education courses on week nights and weekends throughout the year?
_____NO ____YES

2. Have you ever been a student at NOVA? ____NO ____YES

If YES, -----When did you last attend a class here?
___ less than a year ago ___ 1-3 years ago
___ 4-6 years ago ___ more than 6 years ago

-----(USE A)

If NO, -----(USE B)

3. A. Before attending NOVA, what sources did you use to learn about the school?

MAIL	MEDIA/ADS	PEOPLE	OTHER
__Catalog	__Radio	__High school counselors	__Road sign
__Class Schedule	__TV	__High school teachers	__Know it is there
__Continuing Ed. brochures	__Newspaper	__NOVA counselors	
__Program Brochures	__Posters	__NOVA faculty	Other:
	__Reference publications	__Friends/ neighbors	
	__Bumper stickers/ Parking stickers	__Employer	
	__College sponsored events		
	__College exhibits		

B. From what sources have you learned about NOVA?

MAIL	MEDIA/ADS	PEOPLE	OTHER
__Catalog	__Radio	__High school counselors	__Road sign
__Class Schedule	__TV	__High school teachers	__Know it is there
__Continuing Ed. brochures	__Newspaper	__NOVA counselors	Other:
__Program Brochures	__Posters	__NOVA faculty	
	__Reference publications	__Friends/ neighbors	
	__Bumper stickers/ Parking stickers	__Employer	
	__College sponsored events		
	__College exhibits		

4. Based on___(A. your experience at NOVA OR B. its reputation), please rate the school on a scale from 1 (which is extremely low) to 5 (which is extremely high) in the following areas. Are you ready? Good, let's begin.

A.	Lo. Hi.	B.	Lo. Hi.
Quality of instruction	1 2 3 4 5	Quality of instruction	1 2 3 4 5
Faculty concern for students	1 2 3 4 5	Quality of education	1 2 3 4 5
Quality of education	1 2 3 4 5	Quality of facilities	1 2 3 4 5
Quality of facilities	1 2 3 4 5	Cost	1 2 3 4 5
Cost	1 2 3 4 5	Ability of students	1 2 3 4 5
Ability of students	1 2 3 4 5	Convenience of location	1 2 3 4 5
Convenience of location	1 2 3 4 5	Success of graduates	1 2 3 4 5
Success of graduates	1 2 3 4 5	Academic reputation	1 2 3 4 5
Academic reputation	1 2 3 4 5	Student activities	1 2 3 4 5
Student activities	1 2 3 4 5	Community activities	1 2 3 4 5
Community activities	1 2 3 4 5		

Would you recommend NOVA to other people?
__No, Why? __Yes, Why?

5. How long have you been living in the Northern Virginia area?

__Less than 6 months __6 mos. - less than 2 years
__2 - 4 years __5 or more years

ERIC Clearinghouse for Junior Colleges DEC 11 1987